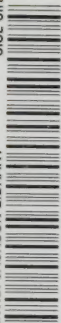



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UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1913: NO. 5

WHOLE NUMBER 512

# MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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# MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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## INTRODUCTORY NOTES.

In the present list the following books are of special importance: Draper, Addresses and papers, 1911-1912; Fiske, Challenge of the country; Wilson, Evolution of the country community; Laselle and Wiley, Vocations for girls; Münsterberg, Vocation and learning; Hoben, Minister and the boy; Terman, Teacher's health. Among the periodical articles deserving attention are, Allen, New York's rejection of school reports; Collier, Germany and the Germans; Hadley, Methods of ascertaining and apportioning cost of instruction in universities; and Kerschensteiner, Public education in Germany and in the United States.

The following departments have recently been established as regular monthly features of the periodicals named: In Atlantic Educational Journal, "Rural education, a monthly department devoted to the interests of the rural school and rural education," edited by A. C. Monahan, of the United States Bureau of Education. In Business America (New York), "Rural America, a department devoted to the country life problem in all its phases," edited by Kenyon L. Butterfield, of Massachusetts Agricultural College, assisted by 10 specialists as consulting advisers.

The initial number of the "Rural Educator, a national monthly magazine devoted to the promotion of rural and agricultural education," has appeared under date of January, 1913. It is published by the Rural Educator Co., Columbus, Ohio, and the managing editor is Garland A. Bricker, assistant professor of agricultural education in Ohio State University.

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## PUBLICATIONS OF ASSOCIATIONS.

142. **Catholic educational association.** Report of the proceedings and addresses of the ninth annual meeting, Pittsburgh, Pa., June 24, 25, 26 and 27, 1912. Columbus, Ohio, Catholic educational association, 1912. 538 p. 8°. (Rev. F. W. Howard, secretary-general, 1651 East Main street, Columbus, Ohio)

Contains: 1. P. C. Yorke: The family, the State and the school, p. 60-87. 2. A. B. Reid: Freedom of education, p. 90-103. 3. W. G. Smith: Educational legislation as it affects Catholic interests, p. 119-33. 4. Francis Heiermann: How to deal with public legislation affecting our colleges, p. 134-45. 5. J. H. McMahon: The relation of the pastor to our educational work, p. 146-61. 6. Matthew Schumacher: College entrance requirements, p. 162-70. 7. P. A. McDermott: Cui bono? [Latin study], p. 207-22. 8. Albert Muntsch: The modern language course and the choice of suitable texts, p. 230-46. 9. M. J. Larkin: Pedagogy: true and false, p. 288-306.

10. Brother Constantius: The recitation: its nature, scope and principles, p. 307-28. 11. W. J. Fitzgerald: Some problems of the elementary school, p. 328-54. 12. John Waldron: Influences that have helped to form and shape the eight-grade elementary system, p. 365-83. 13. Regis Canevin: The parish school and its teacher, p. 386-93. 14. M. J. O'Connor: The religious teacher, p. 393-404. 15. T. F. Coakley: How to increase the efficiency of schools for the deaf, p. 462-68.

**143. Central association of science and mathematics teachers.** Proceedings of the eleventh meeting . . . held at Lewis Institute, Chicago, Ill., December 1 and 2, 1911. 154 p. 8°. (James F. Millis, secretary-treasurer, Chicago, Ill.)

Contains: 1. C. H. Judd: Meaning of science in secondary schools, p. 8-19. 2. W. A. Evans: Pupil efficiency, p. 22-30. 3. A. F. Ewers: How to make botany interesting to boys and girls reared in a city, p. 35-39. 4. W. Whitney: Application of zoology to the life of the pupil and of the community, p. 39-44. 5. Ada L. Weckel: A first year science course, p. 44-50. 6. J. C. Hessler: The correlation of high school chemistry and daily life, p. 61-66. 7. C. A. Vallance: Inspection of chemical industries by students in the secondary school, p. 67-73. 8. R. H. Whitbeck: What shall the second term's work in high school geography be? p. 82-91. 9. Report of Committee on testing the results of teaching mathematics, p. 96-101. Discussion, by Charles Ottermann, p. 101-105. 10. C. W. Newhall: The significance of the real problem in secondary mathematics, p. 106-109. 11. K. G. Smith: The application of mathematics to problems of the shop, p. 109-14. 12. G. A. Works: Results of new movement in teaching of physics, p. 129-36. 13. W. C. Bagley: The test of efficiency in teaching physics, p. 137-43. 14. Report upon the teaching of physics in segregated classes, p. 144-51.

**144. Conference for education in the South.** Proceedings of the fifteenth meeting, Nashville, Tennessee, April 3d, 4th, and 5th, 1912. Washington, D. C., The Executive committee of the Conference [1912] 339 p. 8°. (P. P. Claxton, secretary, Washington, D. C.)

Contains: 1. Cora W. Stewart: The night schools of Rowan county, p. 26-33. 2. E. A. Alderman: The university in a democracy, p. 34-46. 3. W. H. Hand: The need of compulsory education in the South, p. 55-70. 4. C. B. Gibson: The need of industrial education in the South, p. 70-81. 5. W. H. Wilson: The rural life survey for church and school, p. 87-97. 6. Susie V. Powell: The work for school improvement, p. 108-16. 7. J. N. Powers: The year's educational progress of the Southern States, p. 117-20. 8. M. P. Shawkey: Rural school supervision, p. 121-28. 9. D. F. Houston: The rural school a national failure, p. 129-41. 10. C. W. Dabney: The rural school as a center of country life, p. 142-52. 11. W. D. Weatherford: Negro training in the South, p. 161-73. 12. Bradford Knapp: The farmers co-operative demonstration work and some of its results, p. 193-206. 13. O. B. Martin: Boys' and girls' clubs, p. 206-15. 14. N. O. Nelson: The rural school as a social center, p. 215-21. 15. W. K. Tate: Conference of rural school supervisors—Introductory statement, p. 229-32. 16. L. C. Brogden, G. M. Lynch, T. S. Settle: Consolidation of rural schools and public transportation of pupils, p. 235-43. 17. Rural supervision, p. 243-47. 18. Report of the Committee on community activities, p. 247-55. 19. N. R. Baker: The county lyceum in Alabama, p. 256-58. 20. C. J. Brown, W. H. Smith, T. J. Coates: Synopsis of course of study for rural schools, p. 259-74. 21. W. K. Tate: The experimental rural school at Winthrop, p. 274-82. 22. C. G. Maphis: The rural high school and the training of high school teachers, p. 289-95.

**145. General federation of women's clubs.** Official report of the eleventh biennial convention, June 25 to July 5, 1912, San Francisco, Cal. Published by the Federation, 1912. 613 p. 8°. (Mrs. Eugene Reilley, corresponding secretary, Charlotte, N. C.)

Contains: 1. Maria L. Sanford: Moral power in the school room, p. 75-81. 2. Mrs. J. T. Tabor: The merit system and public education, p. 124-27. 3. C. W. Hetherington: The play movement and the child, p. 143-50. 4. Laura D. Gill: Vocational guidance, p. 206-209. 5. C. A. Prosser: The needs and possibilities of vocational education, p. 209-21. 6. Laura D. Gill: Association of collegiate alumnae, p. 439-42.

**146. International kindergarten union.** Proceedings of the nineteenth annual meeting . . . Des Moines, Iowa, April 29 to May 3, 1912. Cleveland, The A. S. Gilman printing co. [1912] 144 p. 8°. (Miss Netta Faris, secretary, Cleveland, Ohio)

Contains: 1. Nina C. Vandewalker: Report of Committee on investigation, p. 59-67. 2. M. V. O'Shea: Enduring verities in education, p. 86-89. 3. Annie Laws: The kindergarten in social life, or a factor in social work, p. 95-100. 4. Herbert Martin: Problems in philosophy which affect present educational ideals, p. 104-14. 5. Irving King: The place of certain kindergarten principles in modern educational theories, p. 121-24. 6. Eleanor M. Smith: Kindergarten music, its relation to music in the grades, p. 130-36.



147. **International moral education congress.** 2d, The Hague, August 22-27, 1912. *Mémoires sur l'éducation morale, présentés au Congrès.* La Haye, M. Nijhoff, 1912. 1072 p. 4°. (Mlle. Attie G. Dyserinck, general secretary)
148. **Kansas state teachers' association.** Fiftieth annual meeting, Topeka, November 7-8, 1912. *Western school journal*, 29: 8-21, December 1912; 38-53, January 1913.  
Contains: 1. R. P. Halleck: The basis of the new efficiency in education, p. 8-10. 2. H. J. Waters: President's address, p. 10-11. 3. John MacDonald: Looking backward, p. 12-14. 4. L. B. Kellogg: Achievements of fifty years, p. 14-17. 5. F. W. Thomas: Vocational work in the grades as a preparation for the trades, p. 38-40. 6. J. R. Thierstein: Special difficulties in the teaching of German, p. 47-48.
149. **Massachusetts state teachers' association.** [Synopsis of the meeting held in Boston, Mass., November 29, 1912] *Journal of education*, 76: 665, December 19, 1912.
150. **National conference on vocational guidance.** [Synopsis of the second meeting held in New York, October 23 to 26, 1912] *Vocational education*, 2: 209-17, January 1913.  
Written by William T. Bawden.  
Main divisions of the program: 1. Finding jobs for boys and girls. 2. Study of occupations. 3. Vocational scholarships. 4. Opportunities for vocational training.
151. **National society for the promotion of industrial education.** [Report of the meeting held at Philadelphia, Pa., December 5, 6, and 7, 1912] *Journal of education*, 76: 683-87, December 26, 1912.  
Contains: 1. J. A. Lapp: The present tendencies in vocational education, p. 683-84. 2. J. G. Becht: The State's approach to the introduction of vocational education, p. 684-85. 3. E. G. Cooley: Views on vocational education, p. 685-87.
152. **New England association of colleges and preparatory schools.** [Proceedings of the] twenty-seventh annual meeting, November 1 and 2, 1912. *Education*, 33: 257-317, January 1913. (Walter B. Jacobs, secretary, Providence, R. I.)  
Contains: 1. Entrance requirements and the college degree: C. H. Forbes, p. 263-68; H. T. Fowler, p. 269-75; C. W. Parmenter, p. 276-80; E. C. Sanford, p. 281-88. 2. D. W. Abercrombie: Honesty in school work, p. 289-99. 3. W. L. Phelps: Student honesty in college, p. 300-302. 4. W. S. A. Pott: The honor system of Virginia, p. 303-11. 5. Maxwell Chaplin: The honor system at Princeton, p. 312-14. 6. A. W. Chauncey: The honor system of Sheffield Scientific school, p. 315-17.
153. **North central association of colleges and secondary schools.** Proceedings of the seventeenth annual meeting, held at Chicago, Illinois, March 22-23, 1912. Published by the Association, 1912. 110 p. 8°. (Thomas A. Clark, secretary, Urbana, Ill.)  
Contains: 1. H. P. Judson: President's address, p. 5-15. 2. F. L. McVey: The definition of high school units, p. 44-50. Discussion, p. 50-54. 3. J. F. Hosie: If there were no college entrance requirements in English, what would we teach in the high schools? p. 55-67. Discussion, p. 67-74. 4. J. B. Davis: Vocational guidance (Reprinted from the Proceedings for 1911), p. 77-90.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

154. **Bibliography of the teaching of mathematics, 1900-1912**, by David Eugene Smith and Charles Goldziher. Washington, 1912. 95 p. (Bulletin, 1912, no. 29)
155. **Educational directory, 1912.** Washington, 1912. 89 p. (Bulletin, 1912, no. 31)

## BOOKS, PAMPHLETS, PERIODICAL ARTICLES.

## EDUCATIONAL HISTORY.

156. **Bardeen, C. W.** Forty years in educational journalism. *School bulletin*, 39: 69-71, December 1912.  
An address before the School journalism section of the New York State teachers association, November 26, 1912.
157. **Finegan, Thomas E.** The establishment and development of New York's school system. *School bulletin*, 39: 82-88, 93, December 1912.  
An address before the New York State teachers association, Buffalo, November 26, 1912.

## EDUCATIONAL BIOGRAPHY.

158. **Broome, E. C.** Horace Mann: an inspiration, and an example. *American education*, 16: 181-85, December 1912.
159. **Broun, William Le Roy.** Dr. William Le Roy Broun, comp. by Thomas L. Broun, assisted by Bessie Lee Broun and Sally F. Ordway. New York, The Neale publishing company, 1912. 247 p. illus. 8°.  
CONTENTS: William Le Roy Broun.—Personal letters at the time of Dr. Broun's death.—Articles on Dr. Broun's life and work.—The addresses of Dr. Broun.
160. **McCormick, Patrick J.** Juan Luis Vives, a Catholic educator of the sixteenth century. *Catholic educational review*, 5: 41-52, January 1913.
161. **Mayet, M.** Une éducatrice, Mlle. Dissard. Lyon [etc.] E. Vitte, 1912. 198 p. front. (port.) 12°.
162. **Wessely, R.** Friedrich Nietzsche als vorkämpfer für erziehungs- und schulreform. *Pädagogisches archiv*, 54: 601-31, heft 11, 1912.

## PRESENT SITUATION.

163. **Collier, Price.** Germany and the Germans from an American point of view. "A land of damned professors." *Scribner's magazine*, 53: 46-62, January 1913.  
Third in series on Germany and the Germans. Deals with the German school system, universities, etc.
164. **Duckworth, Francis R. G.** From a pedagogue's sketch-book. London, T. F. Unwin, 1912. 256 p. 12°.  
"The author of these sketches has drawn from an experience gathered in a fairly wide circle, the center of which is English public school life in general."—Pref.
165. **The first step to change the public schools.** *Ladies' home journal*, 30: 1-4, January 1913.  
A symposium. Publishes opinions by a number of educators whose names are not signed to their articles. The editor says: "This magazine has tried, in four successive issues, to prove to its readers that the present public-school system is a failure. From the wide expression of opinion received it believes that it has succeeded in impressing this truth upon thousands of parents."
166. **Kerschensteiner, Georg.** Das öffentliche unterrichtswesen in Deutschland und in den Vereinigten Staaten. *Monatshefte für deutsche sprache und pädagogik*, 13: 337-49, December 1912.  
A highly interesting article by an educator who has observed conditions in both countries at first hand. Makes five points of comparison: (1) Centralization (2) Distribution of authority (3) Independence of the teaching force (4) Religion in the schools (5) Separation of sexes. Contains a discussion of the American high school.
67. **Mearns, William Hughes.** The changing elementary schools. *Saturday evening post*, 185: 6-7, 27, January 4, 1913.  
Gives the experience of the Germans in remodeling the branches of learning to make them come nearer the child's desire, and describes similar work that is being done in this country, particularly in the Fitchburg state normal school, the Cleveland elementary industrial school, and the schools of Gary, Indiana.



168. **Russell Sage foundation. Division of education.** A comparative study of public school systems in the forty-eight states. New York city, Division of education, Russell Sage foundation [1912] 32 p. diagr. 8°.

"Compiled with the object of making available to legislators, school workers, and others having at heart the interests of public education, salient facts concerning school conditions in all the states. The figures have been derived from official sources."

169. **What public schools have done.** *Journal of education*, [76: 621-26, 635-38, 640, 658-60, 668-69, December 12, 19, 1912; 77: 7-8, January 2, 1913.

A series of letters from high school principals from different sections of the country, giving definite facts about the success and failure of the products of the public school.

### PEDAGOGICS AND DIDACTICS.

170. **Draper, Andrew S.** Addresses and papers, 1911-1912. Albany, State of New York, Education department [1912] 266 p. 8°.

Presents the following topics: All people and all education, Memorial day and world peace, Lincoln in his writings, Evolution of education in the United States, Jewels of the nation, Criticisms of education chapter in proposed New York city charter, Remarks at inauguration of Chancellor E. E. Brown, What is expected of district superintendents, No mummified history in New York schools, Necessary basis of the teacher's tenure, Weaknesses in American universities, Introduction to eighth annual Education report, Story of erection of the Education building, Normal progress of the United States, Rural supervision in New York, City schools entitled to a government of their own, Ancient versus modern learning in free schools, Place of Saratoga in the Revolutionary war, Education building—Dedicatory address.

171. **Evans, Charles.** Growing a life. A book for the school and the home. Chicago, New York, Rand, McNally & company [1912] 214 p. 12°.

"Throughout the work there is an attempt to express a pedagogy of conviction, of personal entreaty, of joyousness of living, and more especially of the divine happiness of living with children."

172. **Froebel, Friedrich Wilhelm August.** Froebel's chief writings on education, rendered into English by S. S. F. Fletcher and J. Welton. New York, Longmans, Green & co.; London, E. Arnold, 1912. xx, 246 p. 12°. (Educational classics, ed. by J. W. Adamson)

"Chronological list of Froebel's chief writings": p. xvii-xviii.

Bibliography: p. xix-xx.

173. **Jackson, G. W.** School-room helps for teachers and parents. Nashville, Tenn., A. M. E. Sunday school union, 1912. 172 p. 8°.

Written on the basis of 35 years' experience as a teacher in negro common schools.

174. **Leo, Brother.** Some problems of correlation. *Catholic educational review*, 5: 13-21, January 1913.

175. **Ling, Edward S.** The simplification of the elementary school curriculum. *American school board journal*, 46: 9-10, January 1913.

Treats of three methods for the simplification of the elementary school curriculum: Elimination of non-essentials, clearer delineation of the essential, and correlation.

176. **Locke, John.** The educational writings of John Locke, ed. by John William Adamson. London, E. Arnold, 1912. xi, 272 p. 12°. (Educational classics, ed. by J. W. Adamson)

177. **Mitchell, Theodore C.** Loss of efficiency in the recitation. *Educational review*, 45: 8-28, January 1913.

Advocates the general employment of the so-called group system of recitation. Recommends an intensive study on the part of teachers of their classroom problems, etc.

178. **Mocquillon, H.** L'art de faire un homme; conseils pratiques d'éducation moderne. Paris, Perrin et cie., 1912. 416 p. 8°.

179. **Pestalozzi, Johann Heinrich.** Pestalozzi's educational writings, ed. by J. A. Green with the assistance of Frances A. Collie. New York, Longmans, Green & co.; London, E. Arnold, 1912. xi, [1] 328 p. 12°. (Educational classics, ed. by J. W. Adamson)

180. **Rousseau, Jean Jacques.** Rousseau on education, ed. by R. L. Archer. London, E. Arnold, 1912. xii, 278 p. 12°. (Educational classics, ed. by J. W. Adamson)  
Bibliography (English): p. xii.
181. **Wilkinson, M. O. B.** The executive values in education. Educational review, 45: 29-43, January 1913.  
Author says that "our education, in so far as it is limited to the schools, is far more an education of knowledge than an education of expression and achievement. It does not direct youth toward the utilization of materials."

### EDUCATIONAL PSYCHOLOGY.

182. **Dana, Charles L.** Mental tests. Medical record (New York) 83: 1-10, January 4, 1913.  
Explains laboratory tests. Gives a review of the Binet-Simon tests of mental development, arranged in age and diagnostic groups for convenience in conducting examinations, as finally formulated in 1911. Of interest to educators.

### SPECIAL METHODS OF INSTRUCTION.

183. **Alderman, L. R.** A way to unite school and home. School industrial credit for home industrial work. Salem, Oreg., W. S. Duniway, state printer, 1912. 16 p. 16°.   
An account by the Oregon Superintendent of public instruction, of the system of giving school credit for home work, as practised in that state. A limited number of copies of this booklet are available for free distribution by the U. S. Bureau of education.
184. **Baker, George P.** What the theatre can do for the school. Is it worth while to teach children about plays? Ladies' home journal, 30: 26, 47, January 1913.  
Author emphasizes the encouragement of the dramatic instinct in children and youth by teachers from primary to high school grade. "Make it," he says, "a stimulative, educative force."
185. **Benson, Theresa.** An experiment in Montessori work. Primary education, 21: 9-11, January 1913.  
Tells of the Montessori method applied to the American public school conditions, as carried on in the school at Falconer, N. Y.
186. **Braucher, Mrs. Howard S.** Problems of dramatic play. Playground, 6: 319-24, December 1912.  
"Address given at the sixth annual meeting of the Playground and recreation association of America, Cleveland, Ohio, June 7, 1912."  
Gives a list of plays for children and for older girls.
187. **Bryant, Sara Cone.** Best stories to tell to children. Boston and New York, Houghton Mifflin company, 1912. xiii, 181 p. illus. 8°.
188. **Metodo Montessori.** Schweizerische lehrerzeitung, 57: 463-64, 473-75, November 23 and 30, 1912.  
A review of the Montessori method in operation, with particular reference to its similarity to the kindergarten.
189. **Stevens, Helen Y.** The Montessori method and the modern kindergarten. World's work (London) 21: 105-9, December 1912.  
An illustrated article describing the methods of the Montessori system. Writer says that Dr. Montessori has gone deeper than Froebel.

### SPECIAL SUBJECTS OF CURRICULUM.

190. **Barnes, Walter.** English in the country schools. West Virginia educator, 6: 2-5, December 1912; 7: 6-10, January 1913.  
Deals exclusively with composition work.
191. **Campagnac, Ernest Trafford.** The teaching of composition. Boston, New York [etc.] Houghton Mifflin company [1912] 65 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)



192. **Cousinet, Roger.** L'éducation esthétique à l'école primaire. *Éducateur moderne*, 7: 433-43, December 1912.
193. **Cunliffe, John W.** College English composition. *English journal*, 1: 591-600, December 1912.  
"An address to the Graduate English club of Columbia University, October 18, 1912."
194. Dancing as an educational aid. *World's work* (London) 21: 48-53, December 1913.  
Describes work that has been done at the University of Chicago. Dwells on the need for better education and recreation for the countryside; folk dancing in the grammar schools; how folk dancing and classical dancing can be introduced into a university.
195. **Decker, F. F.** Educational values of geometry. *Mathematics teacher*, 5: 41-45, December 1912.  
Continued from September issue.
196. **Dunn, Fannie W.** Educative seat work, with an appendix containing a discussion of a schedule for a two-room school, and references and addresses for helpful books and materials. Farmville, Va., State female normal school, 1912. 77 p. 8°.
197. **Fleagle, B. E.** Oral English in the high school. *English journal*, 1: 611-18, December 1912.  
Explanation of what the Baltimore City college is doing to meet the needs of the boys in oral expression. The method explained is the result of three years of experimentation and study.
198. **Goldziher, Karl.** Praktische elemente im mathematischen unterricht der höheren schule. *Pädagogisches archiv*, 54: 645-51, Heft 11, 1912.  
Concrete, applied mathematics a part of the reform movement for correlation of school and life.
199. **Hahn, Walter L.** A plea for out-of-door zoology. *School review*, 21: 50-54, January 1913.
200. **Johnson, Franklin W.** The Hillegas-Thorndike scale for measurement of quality in English composition. *School review*, 21: 39-49, January 1913.  
Author doubts the practicability of this scale for measuring the merit of "so highly complex a product as the composition of young people in their teens." The Hillegas-Thorndike scale is given in Prof. E. L. Thorndike's recent work, *Education*. New York, The Macmillan co., 1912. p. 214-19. The method used in deriving the scale is published in detail in *Teachers college record*, September 1912, p. 1-54.
201. **Metzler, William H.** Problems in the experimental pedagogy of geometry. *Journal of educational psychology*, 3: 545-60, December 1912.
202. **Myers, Weldon T.** An experiment in spelling. *Virginia journal of education*, 6: 100-102, December 1912.  
Results of a test given to some freshmen.
203. **National committee of fifteen on Geometry syllabus.** Final report. *Mathematics teacher*, 5: 46-131, December 1912.  
Also separately reprinted.
204. **Price, William R.** The second year of a modern language. *School review*, 21: 26-38, January 1913.  
"What we want," says the author, "is a time-saver, not a time-waster; and of all the spend-thrifts the so-called inductive method is the worst."
205. **Robinson, A. T.** The question of text-books in composition. *Science*, n. s. 37: 60-62, January 10, 1913.  
Emphasizes the demand for an up-to-date text-book in English composition. Shows the enormous success of "oral composition."
206. **Simons, Sarah E.** Devices for vitalizing composition work, with illustrations. *English journal*, 1: 628-37, December 1912.
207. **Smith, David Eugene.** The International commission on the teaching of mathematics. *Educational review*, 45: 1-7, January 1913.  
Discusses how America stood in comparison with other countries in the reports made by the Commission. Writer states that we are unable to hold our requirements for the teachers of teachers "as high as they are held in the best European countries."



208. **Smith, David Eugene.** Number games and number rhymes, by D. E. Smith and certain students of Teachers college. New York city, Teachers college, Columbia university, 1912. 111 p. 8°. (Teachers college record, vol. xiii, no. 5, November 1912)

In addition to D. E. Smith, the table of contents contains the names of C. W. Hunt, Florence J. Flynn, Clara C. Eaton, R. K. Atwell, and Frances B. Selkin, as authors of articles.

209. **Smith, Earl Baldwin.** The study of the history of art in the colleges and universities of the United States. [Princeton, Princeton university press, 1912] ix, [1] 45 p. 8°.
210. **Staples, Clarence Leonard.** A critique of high school Latin. Pedagogical seminary, 19: 492-509, December 1912.
211. **Talkington, Henry L.** How to study and teach history and civics in the grades. Bloomington, Ill., The Public school publishing company [1912] 230, 94 p. 12°.
212. **Tilley, Arthur.** French as an instrument of liberal education. Modern language teaching, 8: 193-98, November 1912.  
The author endeavors to show how far the study of French can supply the liberal training which the study of Latin and Greek gives.
213. **Verleger, Wilhelm.** Praxis des heimatkundlichen unterrichts. Hannover-List [etc.] C. Meyer, 1912. viii, 202 [2] p. illus., maps. 8°.
214. **White, D. S.** Latin in high schools. From a professional's view-point—an answer. Missouri school journal, 30: 4-9, January 1913.  
Defends the retaining of Latin in the high school.
215. **Williams, Talcott.** Aims and methods of the School of journalism. Columbia university quarterly, 15: 52-57, December 1912.  
Address delivered at the opening of the School of journalism, Earl Hall, September 30, 1912.

### KINDERGARTEN AND PRIMARY SCHOOL.

216. **Oppenheimer, Carol P.** Benefits of the kindergarten. Kindergarten review, 23: 330-33, January 1913.  
"This essay won the second prize offered by the National kindergarten association for articles on the benefits of the kindergarten."
217. **Parsons, H. Grace.** The primary teacher and her program. Colorado school journal, 28: 9-13, December 1912.  
Gives specimen programs for primary grades.
218. **Pritchard, A. K. and Ashford, F.** An English primary school. Boston, New York [etc.] Thompson Brown company [1912] 128 p. 12°.  
"A series of fragmentary questions in the science of teaching."

### RURAL EDUCATION.

219. **Buell, Jennie.** The educational value of the grange. Business America, 13: 50-54, January 1913.
220. **Fiske, George Walter.** The challenge of the country. A study of country life opportunity. New York, London, Association press, 1912. xiii, 283 p. illus. 12°.  
CONTENTS: 1. The rural problem. 2. Country life optimism. 3. The new rural civilization. 4. Triumphs of scientific agriculture. 5. Rural opportunities for social reconstruction. 6. Education for country life. 7. Rural Christian forces. 8. Country life leadership.
221. **Foght, Harold W.** The country community. New York, Missionary education movement of the United States and Canada, 1912. 36 p. 16°.

222. **Presbyterian church in the U. S. A.** Board of home missions. Department of church and country life. A rural survey in Maryland. [New York, Redfield brothers, inc., 1912] 113, vii p. illus. 8°.  
A sociological study of Montgomery county, Maryland, including its schools and educational conditions.
223. ———— A rural survey in Tennessee. [New York, Redfield brothers, inc., 1912] 48 p. illus. 8°.  
A survey of Gibson county in West Tennessee, selected as the type county.
224. **Texas.** Department of education. Consolidation of rural schools. School buildings and plans and local taxation. Austin, Tex.: Austin printing company, 1912. 67 p. illus. 8°. (*Its Bulletin* no. 15)
225. **Wells, George F.** Is an organized country life movement possible? Survey, 29: 449-56, January 4, 1913.  
Discusses the question from various standpoints—the economic, educational, and religious.
226. **Wilson, Warren H.** The evolution of the country community. A study in religious sociology. Boston, New York [etc.]: The Pilgrim press [1912] xvii, 221 p. 12°.  
"In these chapters the center of attention will be the church, regarded as an institution for building and organizing country life . . . The writer is not a teacher, and what is said in this book about the country school is said solely because of the dependence of all else upon this institution. The patient, detailed, and extensively constructive work in the country must be done by the educator."—Intro.
227. **Wisconsin.** Department of education. Preliminary report of the Committee of fifteen, appointed by the State superintendent of schools to investigate educational needs and conditions in Wisconsin. [Madison, Wis.] Issued by C. P. Cary, State superintendent [1912] 30 p. 8°.  
The committee has investigated rural school conditions in Wisconsin, and makes various recommendations for betterment, dealing both with legislation and with educational activities among the people themselves. A suggestive introduction by Superintendent Cary precedes the report.

## SECONDARY EDUCATION.

228. **Judd, Charles H.** The meaning of secondary education. School review, 21: 11-25, January 1913.  
The program which the writer defends is not a plea for "a limited organization, but rather a plea for a study of the whole broad field of secondary education."

## TEACHERS: TRAINING AND PROFESSIONAL STATUS.

229. **Milner, Florence.** The teacher. Chicago, New York, Scott, Foresman and company [1912] 281 p. 12°.  
"The book aims to be essentially practical and to discuss the conditions which every teacher will encounter."
230. **Southwick, H. H.** Training classes—their possibilities and limitations. School bulletin, 39: 79-81, December 1912.  
An address before the Training section of the New York State teacher's convention, November 26, 1912.
231. **Terman, Lewis M.** The teacher's health. A study in the hygiene of an occupation. Boston, New York [etc.]: Houghton Mifflin company [1913] xiv, 137 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)  
CONTENTS: Editor's introduction. 1. The problem. 2. Mortality rate and physical morbidity. 3. Tuberculosis and the teacher. 4. The teacher as neurosthenic. 5. The margin of safety. 6. Health suggestions for the teacher. 7. The hygiene of character. 8. The responsibility of the normal school. Bibliography with a list of 15 best books on personal and mental hygiene.

## HIGHER EDUCATION.

232. **Angell, James Rowland.** The duplication of school work by the college. *School review*, 21: 1-10, January 1913.  
Claims that "the practices at present in vogue result in a wholly needless waste of the student's time, much of which could presumably be avoided by intelligent collaboration of school and college teachers."
233. **Briggs, LeBaron R.** Harvard as seen by a Harvard man. *Yale alumni weekly*, 22: 354-58, December 20, 1912.  
An address delivered at Yale university, December 5, 1912, on the Harvard foundation.
234. **Hadley, Arthur T.** Methods of ascertaining and apportioning cost of instruction in universities. *Educational review*, 45: 58-69, January 1913.  
Records results obtained from a questionnaire sent to the different members of the Association of American universities, with "a view of ascertaining what had been done either to collect cost statistics or to prepare the way for their intelligent use."
235. **Leathes, Stanley.** The universities and public service. *Nineteenth century*, 72: 1260-67, December 1912.  
Describes conditions in England.
236. **Libby, Walter.** The socialization of the college. *Popular science monthly*, 82: 76-84, January 1913.  
"To show how the minds of students can be affected educationally so that the college may be touched with this spirit of modern democratic culture is the main purpose of these pages."
237. **The Roosevelt professor and the Harvard exchange professor at the University of Berlin.** *Educational review*, 45: 70-80, January 1913.  
Translated from the *Berliner akademische nachrichten*, November 11, 1912.

## SCHOOL ADMINISTRATION.

238. **Allen, William H.** New York's rejection of school reports "for want of facts" over inquiry controversy. *National municipal review*, 2: 93-99, January 1913.  
Preceded on p. 88-93 of same periodical by a general article on the New York school inquiry controversy. The report in question, by Prof. E. C. Moore, may be found in the issue for November 13, 1912, of the *City record*, the official journal of the city of New York.
239. **Finegan, Thomas E.** The organization of city school systems. *American education*, 16: 175-80, 224-28, December 1912, January 1913.  
"An address delivered before the New York State council of school superintendents at Albany, October 14, 1912."
240. **Moore, J. G.** Scientific management in school administrations. II. Organizing the schools for all the children of all the people. *School and home education*, 32: 125-28, December 1912.  
Discusses the elementary industrial school.
241. **Newland, H. Osman.** Local government handbook on education. London, C. Griffin and company, 1912. 354 p. 12°.  
Intended to supply "in condensed form something of each branch or aspect of education, with the laws and regulations for the immediate reference of the teacher, the councilor, the manager, or other officer, who has to deal with education, or of the parent, the educationist, or other person interested in scholastic matters."
242. **Rate aid and state aid.** *Irish educational review*, 6: 169-75, December 1912.  
A discussion of rate aid for education in England and Wales. Includes tables published in the *Times Educational supplement*, giving statistics, by counties, of the number of schools, average number of pupils, amount of aid given, and average cost per pupil.

## SCHOOL MANAGEMENT.

243. **Elwood, DeWitt, Taylor, E. H. and Wiley, J. F.** A study of retardation and elimination in certain schools of Eastern Illinois, with a consideration of the causes. *School and home education*, 32: 147-53, December 1912.  
"At a meeting of the Eastern Illinois principals' and superintendents' association, held at Charleston, Ill., in January, 1911, the writers were appointed a committee with instructions



to investigate retardation and elimination in the school systems of Eastern Illinois and to report at a meeting of the Association to be held in January, 1912." This article gives the results of the investigation.

244. **Helping New York's backward children.** Ohio teacher, 33: 193-94, December 1912.

Gives nine devices used in New York city for helping backward children.

245. **Morton, William H. S.** Retardation in Nebraska. Psychological clinic, 6: 181-97, 222-28, December 15, 1912; January 15, 1913.

"A thesis submitted to the faculty of the Graduate college of the University of Nebraska for the degree of M. A."

"Gives the results of an investigation of 96 cities and towns in different parts of Nebraska. There were 25,449 pupils reported, and their distribution by age and grade is shown."

Bibliography: p. 227-28.

246. **Powell, R. H.** Examinations. School and home, 4: 7-8, December 1912.

247. **Rosier, Joseph.** The problems of the principal. West Virginia school journal, 41: 378-82, January 1913.

The author gives his conception of the duties of a school principal.

248. **Terman, Lewis M.** The tragedies of childhood. Forum, 49: 41-47, January 1913.

"The school," says the writer, "must learn to harness the natural forces of suggestibility. It must inspire self-confidence and teach children to succeed." Gives statistics of child suicides in Prussia, France, and Russia.

### SCHOOL SANITATION AND HYGIENE.

249. **Burgerstein, Leo.** Schulhygiene. 3. aufl. Leipzig, B. G. Teubner, 1912. 143 p. 12°. (Aus natur und geisteswelt. 96. bändchen)

250. **Ferrell, John A.** The need of medical inspection in Southern schools. South Atlantic quarterly, 11: 295-300, October 1912.

251. **Ling, P. H.** Educational gymnastics. American physical education review, 17: 697-704, December 1912.

To be continued.

Gives the principles, elements, and meaning of educational gymnastics.

252. **Meylan, George L.** Hygiene and sanitation of summer camps. American physical education review, 17: 692-96, December 1912.

"Reprinted from the Proceedings of the sixth Congress of the American school hygiene association."

253. **Schwerdtner, H.** Leysin und seine heilwirkung. Körperliche erziehung, 8: 323-26, November 1912.

"A contribution to radioactivity." Describes sunshine cure for tuberculosis in mountains of southern Switzerland. Illustrated.

254. **Scripture, E. W.** Stuttering and lispings. New York, The Macmillan company, 1912. xiv, 251 p. illus. 12°.

"Prepared to meet the needs of physicians and teachers: both are constantly confronted with the problem of what is to be done with a lispings or a stuttering child."

255. **Shields, Thomas Edward.** The teaching of sex hygiene. Catholic educational review, 4: 530-46, December 1912.

The teaching of sex hygiene in schools from a Catholic's point of view.

### CHILD WELFARE.

256. **Dawson, George E.** The right of the child to be well born. New York and London, Funk & Wagnalls company, 1912. 144 p. 12°.

257. **Engel, Sigmund.** The elements of child-protection. Tr. from the German by Dr. Eden Paul. New York, The Macmillan company, 1912. xi, [1] 276 p. 8°.

258. **George, William R. and Stowe, Lyman Beecher.** Citizens made and remade. An interpretation of the significance and influence of George junior republics. Boston and New York, Houghton Mifflin company, 1912. 265 p. illus. 12°.

259. **Hoben, Allan.** The minister and the boy. A handbook for churchmen engaged in boys' work. Chicago, Ill., University of Chicago press [1912] 171 p. illus. 12°.
- Chapter headings: Call of boyhood, Approach to boyhood, Boy in village and country, Modern city and normal boy, Ethical value of organized play, Boy's choice of a vocation, Training for citizenship, Boy's religious life, Church boys' club.
- Designed "to quicken the minister's appreciation of boys, to stimulate his study of them, and to suggest a few practical ways in which church work with boys may be conducted."
260. **McCormick, William.** The boy and his clubs. With a foreword by Thomas Chew. New York, Chicago [etc.] F. H. Revell company [1912] 96 p. 12°

### MORAL AND RELIGIOUS EDUCATION.

261. **Buckham, John W.** Study of religion in the university. Educational review, 45: 44-57, January 1913.
- Author strongly advocates the study of religion, not only because of its transcendent importance to life, but because of its cultural value.
262. **Dugas, L. M.** L'éducation du caractère. Paris, F. Alcan, 1912. xi, 258 p. 8°. (Bibliothèque de philosophie contemporaine)
263. **Pell, Edward Leigh.** Secrets of Sunday-school teaching. New York, Chicago [etc.] F. H. Revell company [1912] 201 p. 12°.
- The author has tried not to lay too much stress on methods, for he believes that the supreme need of the average Sunday-school teacher is not a method of work, but a motive for work.
264. **Snedden, David.** The Association's relation to education—liberal and vocational. Association seminar, 21: 102-10, December 1912.
- Deals with the Young men's Christian association.
265. **Wells, Amos Russel.** The ideal adult class in the Sunday-school. Boston, New York [etc.] The Pilgrim press [1912] 126 p. 12°.

### MANUAL AND VOCATIONAL TRAINING.

266. **Allen, Frederick J.** The Vocation bureau and the Boston school system. National municipal review, 2: 108-10, January 1913.
267. **Bader, Paul.** Die aufgabe der schule bei der berufswahl und stellenvermittlung der jugendlichen. Archiv für pädagogik, 1: 129-38, December 1912.
- Describes current attempts at vocational guidance in connection with German schools.
268. **Commons, John R.** Constructive investigation and the Industrial commission of Wisconsin. Survey, 29: 440-48, January 4, 1913.
- A survey of the activities of the Commission in various social fields. Industrial and vocational education considered. The December 21, 1912, number of the Survey contains a tabulated statement of the classified duties of the Commission.
269. **Cummings, Frances.** The Intercollegiate bureau of occupations. Woman's international review, 1: 11-12, December 1912.
- Tells of the work that has been accomplished by the Intercollegiate bureau of occupations.
270. **Dean, Arthur D.** The mission of the technical high school. Vocational education, 2: 177-85, January 1913.
- "Address at the laying of the cornerstone of the new Technical high school, Buffalo, New York, November 14, 1912."
271. **Diggs, Annie L.** Bedrock. Education and employment, the foundation of the Republic. Detroit, Mich., Social center publishing co. [1912] x, 70 p. 8°.
- Based on the proposition that a bureau of employment should be established in connection with each and every educational institution throughout the country.
272. **Forbes, George M.** Organization and administration of industrial schools. American school board journal, 46: 11-13, 50-51, January 1913.
- The subject is dealt with in the concrete, i. e., by following an actual experience covering four years in the city of Rochester, N. Y., in the introduction of industrial education.

273. **Heath, Howard R.** Manual training in the primary schools of Victoria, Australia. *Manual training magazine*, 14: 151-56, December 1912.  
Illustrated article. There are at present about thirty-five centers in Victoria, the center system being in vogue in the cities and large towns. In addition to the above, from 50 to 60 rural schools are receiving the instruction from the ordinary teacher.
274. **Hein, Leon F. A.** The cost of materials for manual training in the elementary grades. *Manual training magazine*, 14: 129-37, December 1912.  
A questionnaire was sent to forty-one supervisors in fifteen states and the District of Columbia. Writer tabulates the results obtained.
275. **Henschel, H.** Hauswirtschaftliche schulanlagen. *Das schulhaus*, 14: 479-87, Heft 11, 1912.  
Describes domestic science equipment in a German school. Well illustrated by photographs.
276. **House, Roy Temple.** Superintendent Brennan and early specialization. *Normal instructor*, 22: 13, 47-48, January 1913.  
Tells of a class of pupils in the high school of Ironwood, Mich., who have failed to finish the common school course, but who have reached the high school age and feel the need of some special training.
277. **Howe, Charles B.** The future of the manual training high school in vocational education. *Manual training magazine*, 14: 105-14, December 1912.  
Author says that "the manual training high school of the future must be a vocational school, pure and simple, as all high schools are now and probably will be in the future. The immediate educational problem of the manual training school is the determination of its particular vocational function."
278. **Hutchinson, T. Herbert.** History of vocational guidance. *Association seminar*, 21: 84-101, December 1912.  
To be continued.
279. **Jackson, Edwin R.** How forestry can help the manual training teacher. *Manual training magazine*, 14: 138-50, December 1912.  
"The chief importance of forestry in its relation to manual training lies in the opportunity it affords to awaken the student to a sense of his duty as a citizen to help in the great work of eliminating waste from our industrial world, to broaden his mind until he sees himself not alone but as a part of a great social system composed of individuals like himself, but each one dependent upon the other."
280. **Lane, Winthrop D.** Broadening industrial education. *Survey*, 29: 321-23, December 14, 1912.  
Discusses the work of the sixth annual meeting of the National society for the promotion of industrial education.
281. **Leavitt, Frank M.** The continuation school: Cincinnati's examples. *Vocational education*, 2: 218-34, January 1913.
282. **Lewis, E. E.** Studies in vocational guidance. I. The general problem. *School and home education*, 32: 135-38, December 1912.
283. **Münsterberg, Hugo.** The college and the household sciences. *Good housekeeping*, 56: 40-48, January 1913.  
Advocates household courses in colleges and universities, and shows the insistent demand for such instruction.
284. ———. *Vocation and learning.* University City, St. Louis, Mo.: The Peoples university [1912] 289 p. 12°.  
An analysis of the demands made by the various vocations, considering not merely the technical requirements, but especially the deeper inner demands of our occupations and professions. In addition to a presentation of general principles, the following vocations are individually analyzed: Engineer, farmer, business man, teacher, domestic worker, secretary, librarian, journalist, physician, lawyer and politician, architect.
285. **Munro, William B.** Cooperative shopkeeping by students. *Independent*, 74: 84-87, January 9, 1913.  
Describes the students' cooperative store in Cambridge, Mass. Shows what college instructors and students of Harvard have done towards eliminating the middleman's profit and thereby lowering the cost of living.



286. **Prosser, Charles A.** Facilities for industrial education. Vocational education, 2: 189-203, January 1913.  
 "Of immediate practical value to committees and boards of education considering the problems of ways and means."
287. **Riordan, Raymond.** Does vocational training fail to build character, or create a conscious citizenship? a study in education. Craftsman, 23: 449-53, January 1913.  
 V. riter declares "that child-power is world-power—vocational training will mean industrial slavery."
288. **Snedden, David.** Supplying teachers of vocational education. Journal of education, 76: 687, December 26, 1912.  
 Suggests three ways of training teachers of vocational education, as follows: Evening classes may be organized in existing industrial schools for the specific purpose of training teachers. Short courses during the summer or dull season might attract suitably qualified workers to the training courses. Properly qualified workmen may be employed as assistants in vocational schools and by training and supervision may qualify as teachers.

### AGRICULTURAL EDUCATION.

289. **Bricker, Garland A.** The cooperative use of equipment and illustrative material in agricultural teaching. Progressive teacher, 19: 35-36, January 1913.  
 At the end of the article is appended a list of various pieces of apparatus and a few materials that may be used in both the teaching of agriculture and some other sciences usually taught in the public schools.
290. **Sipe, Susan B.** Some types of children's garden work. Washington, Government printing office, 1912. 56 p. illus. 8°. (U. S. Department of agriculture. Office of experiment stations—Bulletin 252)
291. **True, A. C. and Crosby, Dick J.** The American system of agricultural education. Washington, Government printing office, 1912. 31 p. illus. 8°. (U. S. Department of agriculture. Office of experiment stations—Circular 106, rev.)

### EDUCATION OF WOMEN.

292. **Dean, Arthur D.** Vocational training of women. Woman's international review, 1: 17-18, December 1912.
293. **Laselle, Mary A. and Wiley, Katherine E.** Vocations for girls, with an introduction by Meyer Bloomfield. Boston, New York [etc.] Houghton Mifflin company [1913] x, 139 p. 12°.
 

"The object of this book is to give to young girls, and those responsible for the guidance of girls, some definite information as to conditions of work in the more common vocations."

### LIBRARIES AND READING.

294. **Anderson, Mrs. Roxanna E.** A preliminary study of the reading tastes of high-school pupils. Pedagogical seminary, 19: 438-60, December 1912.  
 Bibliography: p. 459-60.  
 "The material for this study was gathered from answers to a questionnaire sent to the high schools of Iowa City and Fort Dodge, Iowa. The returns included papers from 588 high-school pupils from the four grades, distributed as follows: Freshman 218, sophomore 158, junior 107, senior 105."
295. **Austen, Willard.** Rights of the users of a college and university library and how to preserve them. Public libraries, 18: 6-10, January 1913.
296. **Foerster, Norman.** Literature and the undergraduate. Dial, 54: 3-5, January 1, 1913.
297. **Olcott, Frances Jenkins.** The children's reading. Boston and New York, Houghton Mifflin company, 1912. 344 p. 12°.
 

Contains suggestive information and lists of books in the various fields of literature.



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